Preventing Corruption in Humanitarian Aid - Basic Training

Design Document

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Project Team

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Background and Purpose of Training

Proposed Training Delivery
The target audience for the basic training is all employees and volunteers working in the humanitarian sector, though local partners, donors, beneficiaries, and the general public will also be able to access the online course.

The online course will be available on the IFRC's learning platform, which allows anyone to register for a login. The online course may also be accessible through Transparency International’s web site and any other organizations’ learning management system. The online course will be free of use.

Since in some locations it may be impractical to deploy an online course, we will also offer a package of materials for an instructor-led version. For areas that would like to deploy the self-paced version of the course but that don’t have a reliable internet connection, we will also offer a computer-based version of the online course that can be distributed using CD or USB drive.

Both the online version and the instructor-led version will be translated by IFRC into the federation’s four official languages: English, French, Spanish, and Arabic. Although funding has not been allocated for additional languages, the project team would support the translation into additional languages should there be a need. The IFRC will host versions (with appropriate disclosure relating to translation) that have been translated using reputable sources (to ensure the integrity of the learning material).

While organizations will ultimately need to decide how to roll out this training to their employees, we plan to recommend that new employees take the course a month or two after beginning employment, so that they have on-the-job experiences to reflect upon as they complete the course. The training should be mandatory for all staff and possibly part of existing induction course or similar. However, this will remain a management decision and will be addressed to a certain extent in the complementary management modules of learning materials. After completing all modules of the course, learners will be able to download and print a certificate of completion.

Management employees will first take this course, followed by an additional learning that further explores management and organizational issues. Although the target audience for this complementary learning module will be members of management and governance, all employees and volunteers will be permitted to take the online version of the course.

The release and launch of the learning material will be accompanied by a comprehensive marketing and dissemination campaign, including regular advocacy efforts (i.e. discuss corruption issues at important high level meetings). The
marketing strategy will be to diversify the approach (both in messaging and in communication mediums) to ensure it reaches as many of the target audience as possible. The project team will also capitalize on the use of complementary courses to advertise or make suggestions to learners who have completed other courses on learning platforms.

**Key Target Audience Characteristics**

Because we are trying to reach such a varied target audience, it’s difficult to identify characteristics that will apply to the audience as a whole, with the exception that they work in the humanitarian field (in a variety of contexts such as disaster, recovery, development, and regular service delivery).

However, one item that we heard over and over is that our audience feels pressured: pressured for time, pressured to help beneficiaries, and pressured to please donors. These pressures can sometimes conflict. We have tried to build these pressures into the scenarios so that they reflect reality. This realism is key; we want learners to feel like the course is relevant and applicable, so they are more likely to try the ideas and techniques suggested in the real world.

We also heard that many members of our target audience do not spend much time in front of the computer, and that some may have limited computer experience. Through target audience testing, we have tried to ensure that activity interfaces are intuitive and straightforward, and we will continue to test and adjust for this.

We have targeted many of the proposed scenarios at program and operational staff, because of their potential to prevent and report corruption. However, even within these scenarios we will try to use corruption signs and prevention techniques that will be applicable to a variety of job roles and contexts.
Challenges

The challenges regarding corruption will vary by individual, organization, and region. However, we’ve tried to capture some of the most common concerns that we heard during the analysis phase and have described some ways we plan to address these challenges in the course.

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Design Implications for Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>In crisis situations, there is pressure to act quickly in the face of beneficiary needs and donor requests.</td>
<td>Ensure that these real-world pressures are represented in the course and offer strategies for preventing and detecting corruption even during crisis situations. Explore when crisis procedures should revert to regular procedures.</td>
</tr>
<tr>
<td>What is considered corruption in one culture might be the cultural norm or tolerated in another - for example, nepotism or giving gifts.</td>
<td>Offer scenarios that explore some of these gray-areas. Show the real world impact of when cultural norms can be harmful to an organization’s mission. Also explore when following a norm (such as a small gift before a meeting) might be acceptable.</td>
</tr>
<tr>
<td>Corruption and bribery is very embedded in some cultures, particularly facilitation payments.</td>
<td>Show the long-term impact of paying bribes. (We are most concerned with the big bribes, but petty bribes and facilitation payments can also be problematic over time.) Allow the learner to practice alternate strategies to avoid paying bribes (including facilitation payments), such as establishing local relationships and banding together with other organizations.</td>
</tr>
<tr>
<td>Some people might not feel comfortable reporting incidents of suspected corruption, especially when they aren’t certain corruption is actually occurring.</td>
<td>Acknowledge this as a valid concern, and offer suggestions for safer ways to report incidents. (The management training will additionally address changes organizations can make to support and protect whistleblowers - for</td>
</tr>
<tr>
<td>Scenario</td>
<td>Response</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Beneficiaries might not be comfortable reporting incidents of corruption for fear of retaliation.</td>
<td>Create scenarios that explore this issue, and instill in learners a sense of responsibility to pro-actively monitor for potential issues and provide ways for beneficiaries to give feedback.</td>
</tr>
<tr>
<td>When incidents of corruption do occur, organizations may be inclined to hide them from donors, the media, and the community.</td>
<td>Offer suggestions for ways to proactively present incidents of corruption to donors, the media, and community. Show the potential negative impacts of hiding incidents of corruption and how, in the long run, transparency pays off.</td>
</tr>
<tr>
<td>People aren’t sure what constitutes corruption.</td>
<td>Include scenarios that might not typically be considered corruption in the legal sense and explore their impact.</td>
</tr>
<tr>
<td>People don’t think that corruption has that large of an impact.</td>
<td>Through scenarios, options, and feedback, show the impact of corruption, large and small. Show how corruption undermines trust, good governance, the quality of humanitarian aid and hampers recovery and economic and social development. Show how corruption can kill.</td>
</tr>
</tbody>
</table>
Project Goals
While this design document is primarily focused on the basic training, the goals below reflect both the basic and management training.

Some of the key changes we would like to see are:

- **A considerable reduction of corruption in humanitarian operations.** We might expect an increase in reported incidents immediately following the training, followed by a decrease in overall incidents as a result of solid preventive systems that protect against corruption.

- **When corruption occurs, it is reported earlier.** Learners will be more likely to notice and report incidences of corruption earlier, resulting in less overall damage and loss.

- **Better organizational policy and action.** This might be reflected in increased implementation of proactive and preventative measures, strong actions to deal with corrupt practices at the organizational level, and behavior change at staff and volunteer levels.

- **Less taboo around the topic of corruption.** We hope this training will increase the conversations about corruption and ways to prevent it, including potential corruption occurring within their own organizations.

While we want the basic course to promote behavior change in individuals, our goals are very dependent on good organizational policy and management practices. If we wish to encourage individuals to report suspected incidents of corruption, we need to ensure that organizations provide safe mechanisms for whistleblowing and investigate suspected cases thoroughly and fairly. Management needs to set the appropriate tone that prioritizes corruption reporting and prevention. Many of these issues will be addressed in the complementary training for management and governance members.
Measures of Success
As a very basic measure, we plan to track how many learners take the course on various platforms.

For the basic training, we also plan to measure success using a survey that learners take before the course and again several months after the course. Some of the questions might focus on assessing whether learners understand what corruption is and the actions they can take to prevent it. However, since we want this course to impact behavior, we should also include questions about real-world behavior on the job.

For example, we might ask if the learner had seen signs of various types of corruption and, if so, what actions they had taken. Ideally, after taking the course, learners will be more likely to report issues or take action when they see potential corruption signs or risks.

As a joint evaluation of the basic and management training, we also plan to conduct an impact evaluation after 3-5 years. This evaluation would measure factors such as the number of reported cases, what happened to the cases, and to what extent preventive measures have been put in place.
Learning Objectives
At our project kick-off meeting in March, we refined the learning objectives for each course. While the main focus of this document is the basic training, the objectives for the management training are included as well for reference.

Basic Training
After completing this training, learners will be able to:
• Assess what may constitute acts of corruption.
• Predict the impacts of corruption in the humanitarian sector.
• Identify solutions to dilemmas or challenges that humanitarian organizations face.
• Recognize different signs of corruption and respond appropriately.
• Minimize corruption by anticipating problems and applying appropriate measures according to their roles and responsibilities.
• Demonstrate the appropriate use of assorted anti-corruption tools in various situations.

Management Training
After completing this training, learners will be able to:
• Predict the impacts of corruption in the humanitarian sector.
• Employ a risk management approach to address specific challenges and dilemmas in fighting corruption.
• Recognize different signs of corruption and take appropriate risk management measures.
• Identify and synthesise the three elements that contribute to corruption, including motive, perceived opportunity and justification.
• Recommend and effectively apply deterrents and incentives to minimise the risk of corruption.
• Demonstrate the appropriate use of assorted anti-corruption tools in various situations.
• Identify effective and efficient measures that are part of a comprehensive corruption prevention and response strategy.
• Identify leadership behaviours that should be considered in managing corruption risk.
Overall Learning Strategy
Simply releasing a course isn’t enough to ensure impactful, long-term learning that results in behavior change.

Effective learning programs must:
- Enhance the motivation to learn and change behavior.
- Focus the learner on meaningful, real-world tasks.
- Create memorable experiences that transfer to real-world actions.

The design for this training focuses on these needs in a variety of ways, but foremost by offering learners the opportunity to make meaningful decisions within realistic contexts. The architecture of the course also encourages spaced learning.

Realistic Contexts
Abstract information can be hard to understand and difficult to apply on the job. In this training, we plan to weave necessary knowledge and concepts into the context of realistic cases that may not have clear-cut answers. Through the choices and feedback offered in the training, we hope to offer the learner new options and strategies to better resolve these complex situations.

Meaningful Decisions
Too often, learning is a passive experience that presents pages and pages of information followed by a quiz. Instead, learners should first be asked to make their own judgments and decisions, and then receive feedback that corresponds to their choices.

One of the best moments for learning is immediately after making a mistake, when learners are confronted with the fact that their current skills and knowledge might have gaps. We want learners to be able to make these mistakes in an online environment instead of the real world, and then learn about alternate choices they might make in the future.

This course will ask learners to make decisions within given scenarios, and then provide the real-world results of their decisions. Each course activity will also be followed by a debrief section, where learners can explore key points, best practices, and common misconceptions.
**Spaced Learning & Practice**
We want learners to take the lessons from the course and apply them to the job. They are more likely to do so if they are learning and practicing in smaller chunks, taking time to apply pieces of what they have learned on the job before continuing their training.

The online version of the course will be broken into modules, and learners will be encouraged to reflect on how what they have learned applies to their job at the end of each module.

Ideally, organizations will create discussion groups of learners who will meet after each module to share questions and ideas. Additional tools and guidance will be provided in the complementary learning material for management to help them capitalize on the basic learning on a continuous basis.
Course Interactions
This section describes the core interaction types proposed for this course. The most recent prototypes are available here: http://www.amanda-warnern.com/prototypes/ti_2/index.html

Most of interactions will be used multiple times in the course. A description of the proposed scenarios for the course can be found in the Course Outline section of this document.

The interaction descriptions below include notes of where we plan to change interaction functionality for alpha - these changes are not reflected in the prototypes. For all interactions, we will also replace placeholder media and update the scenarios, options, and feedback.
**Disaster Simulation**

*Proposed Uses: Opening Course Activity, Closing Course Activity (possibly)*

In this interaction, learners select how they would respond to a variety of scenarios within the storyline of an organization’s response to a disaster. The goal is for learners to get a sense of the corruption risks, tradeoffs, and pressures in disaster response, both during the initial crisis phase and once it's time for the organization to revert to normal procedures.

As they work, learners will see the impact of their decisions on donors, beneficiaries, staff, and overall corruption risk. There will be some branching to reflect the results of learners’ choices, but learners will be brought back to the main “trunk” of the storyline to ensure they are exposed to a full variety of key situations throughout the programme cycle.
After completing the simulation, learners will be encouraged to try again to see the impact of different choices. Depending on their choices, we might consider requiring them to try again until they get a better result.

The debrief of this simulation will explore the balance between saving lives and managing corruption risk when there are significant time pressures, as well as offer specific ideas and strategies for the scenarios in the simulation. It will also include links to sections of the Transparency International handbook and other relevant resources so that learners can explore the topics further.

Planned functionality updates:

- We will consider adding the ability for people to view and select additional actions specifically to reduce corruption by clicking on the corruption meter.
Questions and Drag-and-Drop

Proposed Uses: Early in course, following the first disaster simulation

In this interaction, learners answer two questions about whether corruption is always illegal/unethical and then sort a variety of situations into categories of “Corruption”, “Depends on Context”, and “Not Corruption.” The debrief of this interaction will encourage learners to reflect on how they categorized items.

The goal of this interaction is to prompt learners to begin to think about a variety of types of corruption, and how context may influence when an action is corrupt or not.

Planned functionality updates:

- Remove section where learners click items to label them as unethical (this will be addressed instead in the second question that opens the interaction)
Quick Choices
Proposed Uses: Facilitation Payments, Conflicts of Interest, and Gifts

This interaction is designed to introduce a section by having learners compare a variety of situations on the same topic, some of which may not be corruption.

Learners answer questions about what to do in a given situation, receive feedback, and are asked whether the situation involved an act of corruption. After assessing four situations, learners reflect on all four situations together.

Planned functionality updates:
- If learners chose yes, they will also need to choose if their action was corruption. (Currently, they are just selecting whether the other person was committing an act of corruption.)
- For the debrief, we will not use red to indicate items that the learner has marked as corrupt, and we will add additional instructions to this screen to make it clear that these were the selections of the learner.
- During the debrief, with reflection questions for each item, we will clearly state when items (say a bribe paid to the police) do fit the definition of
corruption, and when others (say the gift of five fish) are going to depend based on other factors.

- We will add an “it depends” option for some questions (such as those in the gifts module.) If learners select “it depends”, they will be required to answer a follow-up question to specify what factors their choice depends upon.

**Branching Choices**

*Proposed Uses: Facilitation Payments, Conflicts of Interest*

In this activity, learners are presented with a scenario and then asked to make one or more decisions about what to do next.

The conclusions of these scenarios focus on the real world consequences of the actions the learners selected. There may be multiple ways to complete some scenarios, and learners will be encouraged to retry to see the consequences of other choices.

These interactions will be followed by a debrief to recap the situation, offer ideas for managing similar situations in the real world, and suggest additional materials to explore the topics further.
Power

Proposed Uses: Conflicts of Interest, Gifts, Exploitation

The functionality for this interaction is similar to branching choices, but instead of choosing actions for themselves, learners are making suggestions for a fictional person. Some choices impact the power bar (leverage bar in the image below) of the person for whom they are choosing actions.

A challenge in training is that learners may pick idealized choices that they wouldn’t feel comfortable making in life, where they need to face the real consequences. Here, the fictional character may refuse to take actions that feel too risky, such as denying a boss’s request when they fear losing their job.

The goal of this interaction is to help learners consider the choices that are available in situations where someone (whether themselves, a colleague, or a beneficiary) feel like they don’t have much power to act.

Planned functionality updates:

- “Leverage” bar above will be a power bar instead, and we will explore the concept and types of power at the beginning of this activity.
**Power Sliders**  
*Proposed Uses: Exploitation*

In this activity, learners are presented with a scenario and are asked to rate how much power each person or group has. They then need to decide whether the situation constitutes an act of exploitation.

The goal of this activity is for learners to explore how power dynamics relate to whether a situation qualifies or could be perceived as corruption. The debrief of this activity will include an exploration of how some of these situations fit the definition of corruption because they involve an abuse of entrusted power for private gain, as well as explore the impact and potential signs of these and similar situations.
Scene Explore

Proposed Uses: Identifying Corruption Signs and Risks

In this interaction, learners select a number of highlighted sections of a screen to explore different scenarios.

The functionality of these scenarios can be a mix of branching choices and other interactions, such as the invoice activity below.
We can use a variety of scenes for different topics. Some scenes will focus on having the learner identify corruption signs, and others will focus on having the learner suggest ways to prevent corruption.

For the first type, learners will read scenarios, identify signs of corruption, and decide what action they want to take. Not all of the situations will be corruption, but the activity will encourage learners to report suspicions, versus only reporting situations where they are certain. These scenarios will also encourage learners to be more vigilant.

In the second type of scene explore activity, learners will read a scenario, evaluate whether there is a corruption risk, and then select which preventative measures they would suggest to reduce the risk.

Planned functionality updates:
- Where checklists are offered such as in the interaction above, we will hide the checklist unless the learner clicks to reveal it. (The checklist icon might blink if the learner is not selecting the correct areas to alert them to this as a tool.)
Impact

Proposed Uses: Included in debrief sections throughout the course

In this interaction, learners first rate how much they agree with a statement and then watch a short animation or video on the topic. The goal of these interactions is to counter common misconceptions about corruption and its impact.

We plan to scatter these interactions throughout debriefs in the course: for example, in a facilitation payments activity debrief, we might have an impact interaction where someone states that if it saves them 4 hours of negotiation, it’s clearly worth it to pay a $2 bribe. The video or animation could focus on how small bribes can create the expectation of future bribes, costing the organization much more time and money in the future.
Interactions and Objectives Matrix

Below is a matrix of interactions and the objectives that each interaction might meet. Many interactions appear in the course more than once, as shown in the outline below. Depending on the scenario and options written, a particular incidence of an interaction may only meet a subset of the objectives indicated.

<table>
<thead>
<tr>
<th>Interaction</th>
<th>Disaster Simulation</th>
<th>What is Corruption</th>
<th>Quick Choices</th>
<th>Branching Choices</th>
<th>Power Sliders</th>
<th>Scene Explore</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess what may constitute acts of corruption.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X X X</td>
</tr>
<tr>
<td>Predict the impacts of corruption in the humanitarian sector.</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X X</td>
</tr>
<tr>
<td>Identify solutions to dilemmas or challenges that humanitarian organizations face.</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Recognize different signs of corruption and respond appropriately.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Minimize corruption by anticipating problems and applying appropriate measures according to their roles and responsibilities.</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Demonstrate the appropriate use of assorted anti-corruption tools in various situations.</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Course Outline

In the draft outline below, the course is broken into three modules, with multiple sections appearing in the second two modules. As described earlier in this document, learners will be encouraged to periodically stop and reflect on how what they have learned relates to them and their organizations, and we will provide reflection questions to facilitate this. Ideally, organizations will also create groups of peers who can discuss these questions together.

As you read the outline, you may want to reference both the interaction types described earlier in this document and the most recent prototypes (http://www.amanda-warner.com/prototypes/ti_2/index.html). Note that the prototypes do not reflect the most recent round of content feedback, but we will use that feedback as we write the alpha content.

All activities will be followed by a debrief to encourage the learner to reflect on their choices, offer suggestions for best practices for reducing corruption, and reference additional resources to explore the topics further.

Module 1: Disaster Response

Activity 1

Interaction Type: Disaster Simulation

Estimated Time: 45 minutes

<table>
<thead>
<tr>
<th>Scenarios</th>
<th>Learning Objectives</th>
<th>Feedback and Debrief Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will make a series of decisions about how to respond to an earthquake that has just hit a fictional country. Decision points will highlight areas from the programme cycle: • Needs Assessment/Resource Allocation • Partners and Local Intermediaries • Targeting and Registering Beneficiaries</td>
<td>• Predict the impacts of corruption in the humanitarian sector. • Identify solutions to dilemmas or challenges that humanitarian organizations face.</td>
<td>• A review of the decision points from this simulation and suggestions and best practices for reducing corruption in each, with references to additional resources (such as relevant sections of the TI handbook) as relevant.</td>
</tr>
</tbody>
</table>
- Distribution and Post-Distribution
- Program Monitoring and Evaluation
- Goods for Distribution (Commodities in TI Handbook)

The prototype shows only a subset of the decision points that will appear in alpha:
- Initial assessment/Needs assessment
- Reassessment of items being distributed when the items are not being used by beneficiaries
- Ghost beneficiaries
- Presenting an incident of corruption to donors, partners, and community
- Nepotism/cronyism in choosing contractors

Additional potential decisions points for either this or the final disaster simulation are:
- Biased targeting and registration (a local government official gives you a list of proposed beneficiaries that he has prepared based on his knowledge of the affected community)
- Political interference in relation to recruitment of staff
- Aid diverted for political gain or use of

- Learners will be encouraged to retry the simulation to see how different decisions affect their outcomes.

Some additional key points and reflection questions that will be included in the debrief are:
- Your risk tolerance for corruption will likely be higher in an crisis situation than a post-crisis situation.
- What is the tradeoff between saving lives and corruption?
- Should speed always take priority over due diligence?
- Managing pressure from donors, general public and management to spend funds and deliver services quickly and visibly (e.g. “boots on the ground”).
- When should special crisis procedures revert to normal controls?
- Under what circumstances can corruption be justified (e.g. actual physical security of staff and beneficiaries)? How should
| agencies’ distribution for political leverages | | this be reported? |
| Difficulties in working with local partners | | • Importance of prior risk analysis (DRR), especially of political, institutional and socioeconomic context. |
| Making payments when the local banking industry has collapsed | | |
| Cash transfer: choice of time intensive mobile/ electronic cash transfer versus brown envelope | | |
| Local group in charge of handing out registration cards/vouchers requests a surplus quantity and is selling them to persons not registered for aid | | |
| Assessing when it is time to return to normal procedures | | |
| What to do with excess funds | | |
| How to manage earmarked donor money | | |
| Goods are stuck in customs | | |
| False, exaggerated, or incomplete monitoring and evaluation reports | | |
| Post-distribution taxing or expropriation | | |
| Taking advantage of day laborers to save costs or prevent the organization from its legal obligations | | |
Module 2: Dilemmas and Choices

What is Corruption?

Activity 1

Interaction Type: Questions and Drag-and-Drop

Estimated Time: 5 minutes

<table>
<thead>
<tr>
<th>Scenarios</th>
<th>Learning Objectives</th>
<th>Feedback and Debrief Key Points</th>
</tr>
</thead>
</table>
| Two initial questions:  
  1. Is all corruption illegal?  
  2. Is all corruption unethical?  
| Drag and drop activity with the following items:  
  1. Taking a pen from your agency HQ  
  2. Accepting a gift from a supplier  
  3. Making private phone calls from an office phone  
  4. Unauthorized use of a company vehicle  
  5. Exchanging sexual favors for aid  
  6. Bribing a politician for a favor  
  7. Extorting money from a job applicant  
  8. Duplicating an expense report by mistake  
  9. Hiring a family member | • Assess what may constitute acts of corruption. | • What is considered unethical and illegal will vary by culture, country, and organization.  
• Legal and international frameworks exist because of the negative consequences of corruption.  
• Situations are often not always clear-cut, and you cannot rely just on laws and rules to guide you. In this course, you will practice making difficult ethical decisions. |
10. Borrowing money from the petty cash
11. Taking blankets meant for distribution
12. Adding an extra 15% to an invoice

### Reflection Questions
These reflection questions will be printable and could be used as small group discussion questions if organizations form “study groups” or similar to learners to debrief after each section or module.

**Topics:**
1. Code of conduct and gift policy – you almost certainly signed these when you started, but how does it relate to your day-to-day job? *(Here, we might add a series of questions that lead learner through finding the code and reflecting on what it means to their jobs.)*
2. When have you had to go beyond just following the rules to using your ethical judgment?

### Facilitation Payments (Bribes)

**Activity 1**

**Interaction Type:** Quick Choices

**Estimated Time:** 5 minutes

<table>
<thead>
<tr>
<th>Scenarios</th>
<th>Learning Objectives</th>
<th>Feedback and Debrief Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Police asking for bribes (x2)</td>
<td>• Assess what may constitute acts of corruption.</td>
<td>• Include <strong>impact interaction:</strong> learners have to rate their agreement with someone who</td>
</tr>
<tr>
<td>2. Food being held in customs</td>
<td>• Predict the impacts of</td>
<td></td>
</tr>
<tr>
<td>3. Life and death situation (gun to</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Emphasize the point that facilitation payments are a form of bribery and should be eliminated.

- Acknowledge that in some cases, TI and some aid organizations may hold different positions on small expediting payments or “contracting out corruption” to clearing agents, brokers or other “fixers”. Mention TI’s advocacy for revisions in international agreements, treaties and conventions that permit "facilitation payments" and corresponding revisions of national and international laws.

- Note that the UN convention defines facilitation payments as bribes.

**Activity 2**

**Interaction Type:** Branching Choices

**Estimated Time:** 10 minutes
### Scenario

Your water equipment is being held in customs and you are being asked for expediting fee.

- a. Identifying the right counterpart in your organization for negotiations.
- b. Coordinating with other agencies for a joint response.

*Note that this scenario is a modified version of the one that appears in the prototype. While the option to pay the $2000 will remain, it will no longer be the “best” answer that will allow the learner to compete the scenario. Instead, learners will need to elevate the situation to their supervisor who will band together with other organizations to resolve the situation.*

### Learning Objectives

- Identify solutions to dilemmas or challenges that humanitarian organizations face.
- Predict the impacts of corruption in the humanitarian sector.
- Demonstrate the appropriate use of assorted anti-corruption tools in various situations.

### Feedback and Debrief Key Points

- It’s essential that organizations band together, especially in contexts where paying bribes is considered part of doing business.
- If one organization pays bribes, it has implications both for them and for other organizations working in the area.
- Include references to “watch out for” section from TI handbook chapters “Payment for access to aid resources or beneficiaries” and “Blocking or diversion of aid by gatekeepers”

---

**Activity 3**

**Interaction Type:** Branching Choices  
**Estimated Time:** 10 minutes

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Learning Objectives</th>
<th>Feedback and Debrief Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
You paid $400 in a situation where you were afraid for your life if you didn’t pay the money. One of your major donors has been very vocal about how important it is that all money be properly accounted for, and your manager is encouraging you to hide the money in your expense report to avoid creating problems with the donor.
- Transparently report incidents of corruption to donors.

*This scenario is a modified version of the second part of the branching choices, customs scenario that appears as part of the prototypes. Since the learner is no longer paying a bribe in that first scenario, we’ll introduce this as a separate scenario.*

<table>
<thead>
<tr>
<th>Identify solutions to dilemmas or challenges that humanitarian organizations face.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predict the impacts of corruption in the humanitarian sector.</td>
</tr>
<tr>
<td>Demonstrate the appropriate use of assorted anti-corruption tools in various situations.</td>
</tr>
</tbody>
</table>

| “Zero tolerance” is not the same as accepting corruption or “zero discussion”. |
| Organizations should encourage open discussion of corruption and acknowledge that it occurs even under the best of control systems, due to the challenging environment of crisis responses. |
| How to address insistence by donors and general public that all funds must be completely accounted for. |
| If you are finding excuses to not be transparent, consider why. |
| It’s important to check and follow organization rules for incident reporting and corruption communication to donors and media. |
| Include an **impact interaction** in this debrief: Learner has to rate their agreement with a person who says that people in power always have good reasons for their decisions— it’s disrespectful to challenge them... |
**Activity 4**

**Interaction Type:** Power  
*Estimated Time: 10 minutes*

<table>
<thead>
<tr>
<th>Topics/Types of Corruption</th>
<th>Learning Objectives</th>
<th>Feedback and Debrief Key Points</th>
</tr>
</thead>
</table>
| You are asked by a local official for an unofficial fee to begin building latrines. Your predecessor paid fees like this regularly – now, it’s expected.  
• Developing personal relationships with community members – create allies in community to help you deal with the situation.  
• Explaining humanitarian mission and using it as leverage. | • Identify solutions to dilemmas or challenges that humanitarian organizations face.  
• Predict the impacts of corruption in the humanitarian sector.  
• Minimize corruption by anticipating problems and applying appropriate measures according to their roles and responsibilities.  
• Demonstrate the appropriate use of assorted anti-corruption tools in various situations. | • Consequences of developing a reputation for paying facilitation payments.  
• Ways to build relationships with the local community and create allies.  
• Explaining the mission of your organization to others.  
• References to relevant tools and resources. |
**Reflection Questions**

1. Have you had to make decisions similar to the ones in this lesson?
2. What did you do?
3. What do you wish you had done differently?
4. Do you think it is justified to pay facilitation payments in certain situations?
5. What is your organization’s policy regarding facilitation payments?

**Conflicts of Interest**

**Activity 1**

*Interaction Type:* Quick Choices  
*Estimated Time:* 5 minutes

<table>
<thead>
<tr>
<th>Scenarios</th>
<th>Learning Objectives</th>
<th>Feedback and Debrief Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Local staff hiring brother</td>
<td>• Assess what may constitute acts of corruption.</td>
<td>• Nepotism and cronyism occurs with local and expat staff</td>
</tr>
<tr>
<td>2. Expat hiring nephew</td>
<td>• Predict the impacts of corruption in the humanitarian sector.</td>
<td>• A number of factors influence what will be considered acceptable in a situation, including cultural norms, operational context (i.e. crisis vs post-crisis), how government officials or key business people act, country-specific laws or regulations, organizational guidelines on conflicts of interest, and other HR issues.</td>
</tr>
<tr>
<td>3. Unpaid internship given to colleague’s son</td>
<td></td>
<td>• Just because something is</td>
</tr>
<tr>
<td>4. Hiring a contractor who you’ve worked with in the past and now consider a friend</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note that not all of these items are definite examples of corruption. As with the other quick choice scenarios, we wanted to introduce some gray-areas that might depend on context.*
generally accepted in a country doesn’t mean that it’s not corruption.
- Corruption doesn’t need to have a financial component
- Fine line between networking and conflict of interest – did you follow the procedures? (Also, spirit of the rules.)

**Activity 2**
**Interaction Type:** Branching Choices
*Estimated Time: 10 minutes*

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Learning Objectives</th>
<th>Feedback and Debrief Key Points</th>
</tr>
</thead>
</table>
| Do you hire your brother’s friends to load trucks in a crisis situation? Do you continue to hire them once the crisis has passed? | - Identify solutions to dilemmas or challenges that humanitarian organizations face.  
- Predict the impacts of corruption in the humanitarian sector.  
- Minimize corruption by anticipating problems and applying appropriate measures according to their roles and responsibilities. | - Sometimes (but not always), in a crisis, it makes sense to hire friends or relatives for quick, low impact jobs.  
- When a crisis situation is over, you should reassess and revert to normal procedures.  
- Links to additional resources, such as preventative measures under “Bias in Recruitment, Deployment, Promotion, or Supervision” in the TI |
Activity 3

Interaction Type: Scene Explore or Branching Choices

Estimated Time: 10 minutes

Scenario | Learning Objectives | Feedback and Debrief Key Points
---|---|---

(First, learners a sees series of scenes that show what happened in the past.) Buildings collapsed and people died because someone hired their friend who was really bad at building houses.

• Learner needs to identify factors that led to this situation and suggest different course of action for future.

• Identify solutions to dilemmas or challenges that humanitarian organizations face.

• Predict the impacts of corruption in the humanitarian sector.

• Minimize corruption by anticipating problems and applying appropriate measures according to their roles and responsibilities.

• Demonstrate the appropriate use of assorted anti-corruption tools in various situations.

• Nepotism/cronyism can have serious impacts because it avoids controls for quality.

• References to relevant tools and resources.
### Activity 4
**Interaction Type:** Branching Choices  
**Estimated Time:** 10 minutes

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Learning Objectives</th>
<th>Feedback and Debrief Key Points</th>
</tr>
</thead>
</table>
| You are related to the best person to supply something that’s needed. No one else can fill the need. What can you do? | • Identify solutions to dilemmas or challenges that humanitarian organizations face.  
• Predict the impacts of corruption in the humanitarian sector.  
• Minimize corruption by anticipating problems and applying appropriate measures according to their roles and responsibilities.  
• Demonstrate the appropriate use of assorted anti-corruption tools in various situations. | • Important to avoid corruption and the perception of corruption.  
• References to relevant tools and resources. |

### Activity 5
**Interaction Type:** Power  
**Estimated Time:** 10 minutes

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Learning Objectives</th>
<th>Feedback and Debrief Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Your manager wants to hire the less qualified candidate. What do you do?
- Learner can resolve this situation either by anonymously reporting or searching for a new job.
- If learner choses to comply with boss, we will be clear that this is very tempting and often the ways things go – instead of saying they were wrong, we will encourage them to try something else.

*This scenario appears in the prototypes.*

| Identify solutions to dilemmas or challenges that humanitarian organizations face. |
| Demonstrate the appropriate use of assorted anti-corruption tools in various situations. |

- It can be difficult to do ‘the right thing,’ especially if you don’t feel like you have power in the situation.
- Advice to fight corruption may not work in all situations and a number of potential solutions may need to be contemplated to find the best way to manage the risk of corruption. It is important for the learner to be aware of the environment in which they operate and what may influence this environment.
- Include **impact interaction:** how can hiring a friend/relative demoralize a team and result in a hire of someone who doesn’t have the capacity to do the job?
- Reference the Human Resources chapter of the TI Handbook

**Reflection Questions**
1. Have you had to make decisions similar to the ones in this lesson?
2. What did you do?
3. What do you wish you had done differently?
## Gifts

**Activity 1**

**Interaction Type:** Quick Choices

*Estimated Time: 5 minutes*

<table>
<thead>
<tr>
<th>Scenarios</th>
<th>Learning Objectives</th>
<th>Feedback and Debrief Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Eating dinner with beneficiaries</td>
<td>• Assess what may constitute acts of corruption.</td>
<td>• Intent and perception of corruption matter, as does the value of the gift and your organization’s gift policy.</td>
</tr>
<tr>
<td>2. Head of village gives you a rug</td>
<td>• Predict the impacts of corruption in the humanitarian sector.</td>
<td>• What would be the impact of the perception of an inappropriate gift (by the person offering it, by the community, by the general public, by the media, by other beneficiaries, etc.) and how would that influence your behavior (even in a case where there is no impropriety)?</td>
</tr>
<tr>
<td>3. Gift of five fish required to meet with village elders</td>
<td></td>
<td>• What do you do with a gift such as the rug? Keep it yourself? Or give it to the organization? – TRANSPARENCY is the answer</td>
</tr>
<tr>
<td>4. Gift of $100 required to meet with village elders</td>
<td></td>
<td>• To which extent could the gifts</td>
</tr>
</tbody>
</table>

*Note that not all of these are clear-cut examples of corruption – they are meant to include gray-areas and situations where accepting may be okay depending on the context.*
or hospitality influence cooperation improperly – or perceived improperly?
• Be willing to face the uncomfortable consequences of saying no.

Activity 2
Interaction Type: Power
Estimated Time: 10 minutes

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Learning Objectives</th>
<th>Feedback and Debrief Key Points</th>
</tr>
</thead>
</table>
| Situation where it really makes sense to give a small gift. Local staff member who needs to educate expat staff about local customs. | • Identify solutions to dilemmas or challenges that humanitarian organizations face. | • Differentiating between cultural norms and bribes  
• People need to understand how things are done in the local context so that they can be addressed in the planning stages.  
• Even if something is accepted in that context, it can still be corruption.  
• References to relevant tools and resources. |
Reflection Questions
1. Have you had to make decisions similar to the ones in this lesson?
2. What did you do?
3. What do you wish you had done differently?

Exploitation

Activity 1
Interaction Type: Quick Choice Sliders
Estimated Time: 5 minutes

<table>
<thead>
<tr>
<th>Scenarios</th>
<th>Learning Objectives</th>
<th>Feedback and Debrief Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Country-level manager asks assistant on date</td>
<td>• Assess what may constitute acts of corruption.</td>
<td>• Ability to say no without repercussions is key.</td>
</tr>
<tr>
<td>2. Two colleagues working in the same department begin dating</td>
<td>• Predict the impacts of corruption in the humanitarian sector.</td>
<td>• Perceived corruption can arise from conflicts of interest.</td>
</tr>
<tr>
<td>3. Manager offers to give promotion in exchange for sex</td>
<td></td>
<td>• Sexual exploitation can be more difficult to uncover, because people are more hesitant to report it.</td>
</tr>
<tr>
<td>4. Beneficiaries: sex for food</td>
<td></td>
<td>• Exploitation is not just about sex and relationships.</td>
</tr>
<tr>
<td>5. Organizations uses low-paid day laborers instead of regular employee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Organization asks employees to work extra paid hours (this is an example of something that isn’t exploitation)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note that not all of these are clear-cut
**Activity 2**

**Interaction Type:** Power  
**Estimated Time:** 10 minutes

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Learning Objectives</th>
<th>Feedback and Debrief Key Points</th>
</tr>
</thead>
</table>
| From perspective of beneficiary. Food is being diverted. Doesn’t want to report – people have been shot for whistle blowing.  
- What can organizations do to increase the power of the beneficiary to be heard? | • Identify solutions to dilemmas or challenges that humanitarian organizations face. | • Value of beneficiary accountability in preventing corruption: transparency of programs and feedback from beneficiary communities.  
• Possible danger of whistleblowing – and how to address it.  
• Sometimes staff could take advantage of the illiteracy level or lack of awareness of their entitlements of the beneficiaries when distributing aid. Beneficiaries cannot hold them accountable because they don’t know what they should |

**examples of corruption – they are meant to include gray-areas and acceptable situations.**
be receiving.
- Even if beneficiaries know what they should be receiving, they may fear being removed from the next distribution.
- Address context specific preventive measures to avoid diversion of aid.
- Reference additional resources, such as the TI handbook chapter on Food Aid under Commodities and/or diversion during transport

Reflection Questions
1. Have you had to make decisions similar to the ones in this lesson?
2. What did you do?
3. What do you wish you had done differently?

Module 3: Identifying Corruption Signs and Risks

Activity 1
Interaction Type: Scene Explore
Estimated Time: 35 minutes

<table>
<thead>
<tr>
<th>Scenarios</th>
<th>Learning Objectives</th>
<th>Feedback and Debrief Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Scene should show office environment –)</td>
<td>• Recognize different signs of</td>
<td>• It’s not about always thinking</td>
</tr>
</tbody>
</table>
may need multiple scenes to cover all of the scenarios.)

1. Vendor who only wants to work with one procurement officer (fake bid documents from the same company)

2. Person who seems scared around another person (possible case of sexual exploitation)

3. Person who is always working late and doesn’t take leave, and you suspect might be diverting goods (this might turn out to not be a case of corruption – maybe he’s just overworked.)

4. You are in charge of vehicles at an agency field office. You notice that certain vehicles regularly use much more fuel than the others or than the agency norm.

5. Other assets (computers, cell phones, radios?) are being reported as lost but are actually being sold.

corruption and respond appropriately.

the worst of people. It’s about looking for signs and patterns, as well as ensuring that you minimize the risk of temptation.

- It’s not your job to find proof or be sure. If you have suspicions, report them, as advised by your agency, and then leave it to the experts/management to act.
- It can sometimes be uncomfortable to raise suspicions, especially if you are working in a small office.
- References to relevant tools and resources
6. Person is cheating on expense reports.

*(Some of these should NOT be corruption)*

---

**Activity 2**

**Interaction Type:** Scene Explore  
**Estimated Time:** 25 minutes

<table>
<thead>
<tr>
<th>Scenarios</th>
<th>Learning Objectives</th>
<th>Feedback and Debrief Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Scene should show area where beneficiaries are living after a disaster as well as a local market – may need multiple scenes to accommodate scenarios)</em></td>
<td>• Recognize different signs of corruption and respond appropriately.</td>
<td>• It’s not about always thinking the worst of people. It’s about looking for patterns.</td>
</tr>
<tr>
<td>1. You are told one thing about beneficiaries, but you see something completely different when you go onsite (politicians might be misrepresenting the number of people impacted)</td>
<td></td>
<td>• It’s not your job to find proof or be sure. If you have suspicions, report them, as advised by your agency, and then leave it to management to act.</td>
</tr>
<tr>
<td>2. Questionable beneficiary registration/selection documents (e.g. same phone number but many)</td>
<td></td>
<td>• References to relevant tools and resources.</td>
</tr>
</tbody>
</table>
different last names, similar signatures, similar thumbprints etc) – duplicate registrations

3. During a monitoring visit, you go to the local market and see that clearly distinguishable relief goods are on sale. Clearly these have been diverted from the target beneficiaries.

4. The ____ that your organization has been distributing to beneficiaries have been breaking. You investigate and discover that the items provided seem of much lower quality than the samples that were provided with the bids.

### Activity 3

**Interaction Type:** Scene Explore  
**Estimated Time:** 10 minutes

<table>
<thead>
<tr>
<th>Scenarios</th>
<th>Learning Objectives</th>
<th>Feedback and Debrief Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Another office environment.)</td>
<td>• Minimize corruption by</td>
<td>• Include an <strong>impact interaction</strong>:</td>
</tr>
</tbody>
</table>
1. Poor lighting
2. Sleeping security guards (increases opportunity for corruption)
3. Lack of proper separation of duties in procurement
4. Not respecting local customs, not dressing conservatively, partying, drinking
5. Distributing cash cards

These scenarios are designed to focus on risks and prevention measures that fall within the scope of individual action. They will likely be quicker decisions than the scene explore scenarios in the two previous activities. For each scenario, learners will need to decide if there is a risk and, if so, what to do about it.

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Poor lighting</td>
<td></td>
</tr>
<tr>
<td>2. Sleeping security guards</td>
<td>increases opportunity for corruption</td>
</tr>
<tr>
<td>3. Lack of proper separation of duties</td>
<td>in procurement</td>
</tr>
<tr>
<td>4. Not respecting local customs</td>
<td>not dressing conservatively, partying, drinking</td>
</tr>
<tr>
<td>5. Distributing cash cards</td>
<td></td>
</tr>
</tbody>
</table>

anticipating problems and applying appropriate measures according to their roles and responsibilities.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Poor lighting</td>
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</tr>
<tr>
<td>5. Distributing cash cards</td>
<td></td>
</tr>
</tbody>
</table>

learner rates agreement with person who thinks that it’s just important to following the rules – it’s not your job to prevent corruption.
- Even if you are not part of management and it doesn’t affect you personally, you should be watching for ways to minimize risks and prevent corruption.
- References to relevant tools and resources.
Reflection Questions

1. How do you hold yourself, your colleagues, and the organization accountable to the people you provide assistance to?
2. What about accountability to your donor?
3. Why should you address corruption that doesn’t affect you personally?

Module 4: Final Disaster Response

Activity 1

Interaction Type: Disaster Simulation

Estimated Time: 25 minutes

<table>
<thead>
<tr>
<th>Scenarios</th>
<th>Learning Objectives</th>
<th>Feedback and Debrief Key Points</th>
</tr>
</thead>
</table>
| Like in the last disaster simulation, the learner will make a series of decisions about how to respond to a disaster that has just hit a fictional country. Decision points will highlight areas from the programme cycle:  
- Needs Assessment/Resource Allocation  
- Partners and Local Intermediaries  
- Targeting and Registering Beneficiaries  
- Distribution and Post-Distribution  
- Program Monitoring and Evaluation  
- Goods for Distribution (Commodities in TI Handbook) | • Predict the impacts of corruption in the humanitarian sector.  
• Identify solutions to dilemmas or challenges that humanitarian organizations face. | • A review of the decision points from this simulation and suggestions and best practices for reducing corruption in each, with references to additional resources (such as relevant sections of the TI handbook) as relevant.  
• Learners will be encouraged to retry the simulation to see how different decisions affect their outcomes. |
**Instructor-led Version of Course**

We plan to begin creating the instructor-led version of the course in September, after the alpha version of the online course has been created and reviewed. This will allow us to use some of the scenarios from online course, while adapting the activities to the strengths of instructor-led training, such as group discussions and collaborations.

For example, we might repurpose the “What is Corruption?” activity by using tape to split a wall into three sections, “Corruption,” “Depends on Context,” and “Not Corruption.” Participants would each be given one or more situations written on a sheet of paper and would need to decide where to tape them on the wall. After the items are placed, participants and the facilitator could discuss together and reposition items as needed.

As another activity, we might have participants break into small groups, read a scenario, and then together decide what to do in the situation before bringing their ideas back to the class as a whole.

We will have a combination of individual, small group, and classroom activities, followed by debrief sessions where participants can discuss situations and ask questions of their facilitators and fellow participants.

In our analysis interviews we heard that some of the most powerful sessions in existing training programs were where participants gave examples, and were able to ask whether these examples constituted corruption and fraud. We will ensure that participants have plenty of time to discuss questions and issues from their own experiences.

The package we create for the instructor-led course will include:
- Facilitator guide with detailed instructions for the training, suggestions for guiding group discussions, and background information about corruption prevention.
- Participant guide and/or handouts (depending on final design)
- Presentations and/or other activity support materials (again, the specific items included will depend on the final design)